

SAFETY

APRIL 1961

Two Sections • Section One

Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

NATIONAL CONFERENCE ON CAMPUS SAFETY

Southern Illinois University

See Page 7



Protect Your School Children

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National Safety Council's

School Bus Safety Service

For School Bus Fleets

If you are charged with the responsibility of providing safe school bus transportation for the children in your school district, you realize the great importance of your obligation. The community depends upon you to guard the lives of their children in going to and from school and it is your duty to do all you can to make this transportation safe.

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The administrator of each school district is provided with a regular flow of materials de-

signed to help him maintain an effective program.

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The Council's School Bus Safety Service is now being used by fleets throughout the nation, covering more than 15,000 drivers. Many of these bus fleets report that the service has been highly effective in reducing school bus accidents. Show your community your real interest in the safety of students by using this effective school bus driver safety service. Write *today* for a free brochure and sample copies of material showing how easy it is to enroll in this service.

Mail to: NATIONAL SAFETY COUNCIL, 425 N. Michigan Ave., Chicago 11, Ill.

Please send me a descriptive brochure and sample copies of materials included in the School Bus Safety Service:

NAME _____ TITLE _____

ORGANIZATION _____

ADDRESS _____

CITY _____ ZONE _____ STATE _____

NUMBER OF DRIVERS _____

S A F E T Y

Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XL

No. 8

April, 1961

Editor

Nancy Nupuf Margolis

Photographer

James B. Lehman

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Mail Box

Testing ourselves

Fort Lauderdale, Fla.—Your editorial in the December issue is wonderful! Thanks for the many fine thoughts—especially, “rather than test the children, perhaps we ought to test ourselves.” I will certainly take it to heart.

Yvonne Jones Slover
Principal, Meadowbrook Elementary School

Question on lessons

Ithaca, N. Y.—For the last couple of years, your elementary school safety lessons have been very excellent and we have been pleased to send about 1,000 copies out every month.

However, the lesson for March, 1961, puts me in a conflict. The poster gives as much emphasis to what should *not* be done as what should be done. In fact, it looks like it is more “fun” to climb on the rocking chair and although you will probably say that you have labeled this as “silly,” that, to my mind is not adequate.

Furthermore, in the leaflet for the elementary children, you have put in a large number of “Do Nots” instead of putting it on the positive side. I question whether we should tell the children to play in the basement even though you say “safe basement.”

On the upper elementary school pamphlet, I would certainly hate to see a youngster climbing a fence, and another up a tree. I am sure that the same ideas could have been approached from the positive side and although our teachers will, of course, make every effort to inform the youngsters what *should* be done, you have actually given them hazardous rather than safety education in a large part of your set of leaflets.

Ralph W. Jones
City School District

Answer from author

Winnetka, Ill.—Children face today not only the traditional dangers but a whole new set of technological effects which fill their environment with “booby traps”. It seems to me that we can no longer do a job by generalizing areas of potential dangers. We must be direct and specific. For example, every home has a basement and many are fitted for playrooms. They also contain a half dozen or more technological devices which present real dangers to children. They look clean and innocent and thus fair game for experimentation and examination. I feel that we must be explicit in presenting the dangers they offer.

In the same way, children range farther and do more things than formerly. Many of these things they

here is that we must recognize the facts and educate do and are doing, whether we like it or not. My point accordingly. What child does not climb trees and fences? I debated this point as I prepared the materials and decided it was the better part of wisdom to recognize this and then stress the *safe ways* of doing climbing and helping the child to discriminate between where he might climb safely and where not. You will note that in each case I followed with a positive section.

One other related point. I have concluded that we cannot condition the behavior of today's children by fear; but neither can we change their ways by skirting the issues. In most cases they already have the facts. What we must do is to help them to assemble the facts in a way that makes sense to them and will thus help them to form functional judgments.

I shall not be dogmatic about my position. What I have tried to do is to say that I have followed a reasoned position and to give you the reasons for it. I have no real fears about the material misleading or miseducating children if it is used by good teachers, for they will sense the needs of their group and will condition the material accordingly. On the other hand, poor teaching can spoil the best of materials. I am sure that your teachers are well trained and guided in the use of safety education materials.

James W. Mann, principal
Hubbard Woods School

San Diego, Calif.—I was greatly impressed by the article, “Industry Challenges Schools,” by Earle S. Hannaford in the January issue. One of the most important aspects of the industrial arts program is shop safety, and I feel that this article should be read by every industrial arts teacher.

William B. Steinberg
San Diego City Schools

Sharing with others

Providence, R. I.—There are several articles in the January issue that I believe will be of tremendous help to our students and teachers here in Rhode Island. May we reproduce the following: editorial, “Packaged Like Eggs,” “No Curriculum Is too Crowded,” “Plants can be poisonous” and “TV Hazards.”

Renato E. Leonelli
State Department of Education

East Hartford, Conn.—We are writing for permission to reprint your editorial “Packaged Like Eggs,” in the January issue. We would like to use this article in the Spring issue of *Health and Safety Bulletin*.

B. Brainard Bell
Pratt & Whitney Aircraft

Offutt Air Force Base, Neb.—“Promoting Driver Education,” in the February issue is an article we would like to use as a full page newspaper spread. We plan to supplement your information with USAF, SAC and Offutt AFB statistics.

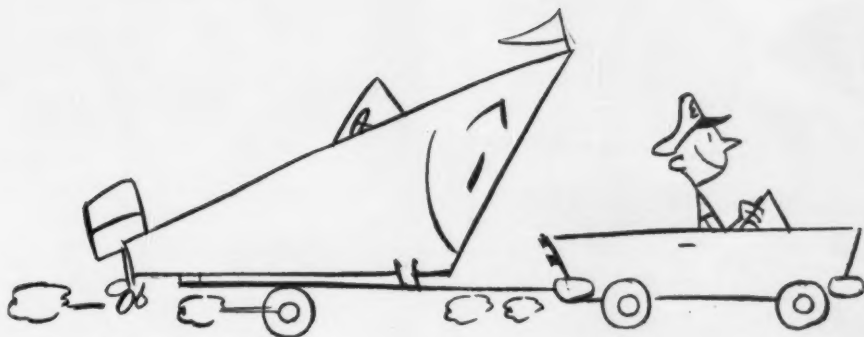
Gordon C. Wagner
United State Air Force

Baton Rouge, La.—We would like permission to reprint the article, “Listen to History” appearing in the December issue. We think this article will be of benefit to our readers.

Fred G. Thatcher
Louisiana School Boards Association

SAFETY EDUCATION

by Walter E. Morris



Tips for the Wagon Boss

Two million boat trailers will be speeding across highways this summer. If you—or your students—tug a trailer, you'll run into trouble unless you know the facts about safe hitching and towing.

OF THE best known and respected men of the 1800's, the Wagon Boss probably nursed more pioneer families through trials and tribulations than any other person. As our nation expanded westward, his familiar yell "let 'em roll" was the signal for wagon trains to break their protective circles and form a line on trails to new lands as well as new lives and homes.

Today, these same trails are the routes of our modern highway system. The teams look different and the wagons are of many varieties. Every man is his own "boss" when it comes to using a "wagon" better known to all of today's automobile drivers as *trailers*.

Trailers come in all shapes and sizes, available for almost any need. There are utility and dump trailers for the suburbanite, tandem and van for "do-it-yourself" movers, horse and boat trailers for the sportsminded families.

Walter Morris is associate manager, Pedestrian and School Safety Division, American Automobile Association, Washington, D. C.

Photos courtesy of the Outboard Boating Club of America.

APRIL, 1961

Boating seems to have priority as the area in which more families would need a few tips on safety in driving with a trailer.

The Team That Pulls

A century ago, it was a team of horses or mules that pulled the wagon. If the animals weren't in good shape or numerous enough, the trip might get started but wouldn't travel far. This is true of your automobile when used to pull a trailer. A few things to consider and check carefully are as follows:

Capacity—Your car will pull most outboard motor boats. However, any load of 1,500 pounds or more calls for many additional aids. Remember, the normal six passenger car was designed to haul a load of less than 1,000 pounds (passengers) plus baggage—250 pounds, distributed over all four wheels.

Type vehicles—The regular two or four door sedan is considered by many to be the best tow car. Such added items as station wagon rear springs, large radiator, five bladed fan, low ratio rear axle, middle or large sized engine and



Double-check hitching and loads before starting. Keep car level and front of trailer slightly higher than rear.



Driving with a trailer takes extra caution because your car has lost its zip in passing; takes longer to stop.

premium shock absorbers will give you a car that will give much service under average conditions. There isn't much advantage of a standard shift over an automatic. Designwise it is the lowness to the road that will cause problems. Unless you travel only paved roads, dragging bottom on dirt and back-roads can mean trouble.

Fuel—The decision to use regular or premium gas depends on the compression ratio of your engine. High compression engines generally require gas with an octane rating above 90 to operate efficiently and economically. Carburetor settings usually vary according to the area of the country. If cars run hot because of jet settings, this may be corrected by adjusting the choke; otherwise the jets have to be reset. Good oil is also important.

Tires — Traction is most important when hauling a trailer. In rainy weather roads often are slippery and serious things can happen if the rear of the automobile skids or the trailer jackknifes when car brakes are applied suddenly.

Hitching Auto to Trailer

Harness and lines, hitch chains and wagon tongue were critical items in covered wagon days. Today, there's no change. Hitching a trailer to a car is even more important because vehicle speeds require every precaution to assure

that the auto and the trailer will not part company while in motion. Serious accidents are on record because of careless or defective hitches. Here are some suggestions for attaching trailers to your car:

► **Hitches**—Bumper, frame and axle hitches are available. For maximum safety, a frame or axle hitch, securely mounted by bolting, welding or riveting should be used. The trailer ball should be the standard $1\frac{1}{8}$ inch size which is capable of handling loads less than 2,000 pounds. An equalizing hitch accessory is advisable for use on all trailers. Keep the ball greased when in use and covered with a cap when not in use.

► **Trailer position**—Most experts agree that the front of the trailer should be $1\frac{1}{2}$ inches higher from the highway than the back end. The car should remain level when loaded and with the trailer attached. Be certain that the trailer runs level with the road and true with the car or tire wear will soon show. On grades, be sure wheels are blocked or you may have trouble when hitching. The kick stand or other support should be handy or smashed fingers can result. By hitching the auto at an angle, you will be more successful in starting in soft ground or sand.



Practice is the key to successful backing. Start with car and trailer in straight line; back slowly, turning wheel same way trailer must go then straighten out.

► Other important points—Check brake and light connections to see that they are clean and working. Both trailer and auto tires should be checked for proper inflation. Lug bolts on the wheels and grease on wheel bearings should be carefully checked. Dry bearings will not always scream a warning; they just seize and an axle is twisted off instantly. Use a hitch safety chain, required in most states by law. Be sure the connection at the ball is tight and lock pin inserted.

Suggestions for Loading

Careful loading is most important and poor planning on this item can mean much trouble. Light loads distributed evenly are best.

The car should remain level when loaded and with trailer attached. If the load is such that the regular rear springs are down on the rear axle, overload springs may hold up the load but they do not distribute it over all four wheels. It is advisable to use an equalizing hitch. Headlight trouble is another headache to contend with if the car is not level, not to mention the accident potential if low beams are high and high beams searchlight in the trees.

All objects should be securely tied down. Loose items can cause considerable damage if the trailer hits a dip and pitches. Sudden or

severe stops can also shift the load which means that driving characteristics and car handling change.

Hitting the Trail

With "team and wagon" hitched and it's time to "roll 'em," make up your mind to be ready for anything and everything. For trouble-free driving, never—*not even for one second*—forget that you have something hitched to your car. You are now twice as long and all maneuvers in motion require extra care. Applied common sense and sane driving are marks of a good trailerist. Little things and everyday habits which you may not give a second thought become important when towing a trailer. Here are some points to consider. In addition, talk or ride with a person who can give you the benefit of his experience.

1. Starting—Start slowly and continue to apply power steadily but gradually.

2. Stopping—Give yourself plenty of space. Get the feel of the additional distance required to stop. Check any tendency for the unit to snake or whip when brakes are applied. The increased weight and reaction of air resistance are reasons for added respect on the highway. Laws governing brakes on light trailers now exist in 42 states. Safety-wise, trailers weighing 40 per cent or more of the weight of the towing



This might look like a sobriety trial, but it's actually a test track for checking maneuverability of trailers.

vehicle should be equipped with brakes. For example, some of the compact cars can only safely tow trailers weighing 1,000 pounds.

Downgrades, in particular, require the careful use of brakes and down-shifting while still maintaining full control. If your brakes stop your car at 50 mph in 20 car lengths, the additional length of the trailer increases the stopping distance as much as 5 to 10 car lengths. If the trailer has brakes, apply them first and alternate between trailer and car. Start slowing down at the top of a downgrade and shift to low gear. This will save using brakes and brake fade is not likely to occur. Sudden braking of the car alone can cause the trailer to jackknife.

3. **Passing**—Make sure there are no oncoming cars when you decide to pass. Being twice as long, you need twice the space to get back in line. Swing wide and use outside mirrors, both sides, to check your position. Remember, the passing zip is nearly all gone from the car and carelessness may mean a crash.

4. **Turning**—Trailer wheels will usually track inside the radius of the curve when turning on short turns. The variation depends on the size of the trailer and length of the tongue. When making right angle turns, travel several feet from the curb, then straight for the intersection before making the pullover. The value and importance of right and left side view mirrors are soon realized here, in that, the driver can easily watch the position of the trailer while making the turn.

5. **Backing**—Practice is the key to successful control of this maneuver. Go slowly. Learn not to oversteer; you can't recover if you go too far; pull up a few feet as soon as you see the trailer moving in the wrong direction and correct the backing up. Backing a trailer into a spot takes much practice and the following steps may be of help to the novice.

- a. Have the car and trailer in a straight line with the area you intend to enter.
- b. Place your hand at the *bottom* of the steering wheel and turn the wheel in the *direction* you want the back end of the trailer to go. In other words, if the trailer must go right, steer left. When the trailer begins to swing in the desired direction, straighten out the car wheels and you will be able to continue to back in the smooth arc you desire. It is far better to make several corrections by pulling forward and starting again than to have the trailer "jackknife."
- c. Timing is important. There is usually delayed action between your movement of the steering wheel and the resultant effect on the direction which the trailer moves. The degree of delay varies in different car and trailer hookups and must be understood and allowed for by the driver when backing. In the case of two wheel trailers, a wheel striking a rock or rut could swing the trailer in a direction opposite from that which the car's movement would indicate.

Check and Double-Check

No matter how thorough you may feel you've been, whether experienced or new at driving with a trailer, you should have a check list. Regulations require a pilot to check weather plans, traffic and route conditions, and his plane

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Campus Men Meet



at the Eighth National Conference on Campus Safety

WHAT are the most pressing problems on today's college campuses?

You university people know. They've caused you more than a few headaches. For this reason, these big problems will be the highlights of the Eighth National Conference on Campus Safety. Sponsored by the Campus Safety Association of the National Safety Council and Southern Illinois University, the conference will be held June 15, 16 and 17 at SIU in Carbondale.

Topics never before considered at one of these conferences are included on the program. Moreover, an attempt is being made in some presentations to project the needs and problems of campus safety personnel in the future.

Featured at the June 15 morning sessions will be presentations centered around "space age challenges to campus safety" and "making your

program the university's program," with Mark Dondero, Massachusetts Institute of Technology, presiding. The afternoon program will be presided over by James A. Stone, head of safety, The Upjohn Co. In this afternoon session topics to be discussed are "training essentials expected by employers," "the investigation of accidents" and a film and discussion on "library fires." Program personnel will include Lucile A. Huber, Liberty National Mutual Insurance Co., and Francis J. Quinlan, Cornell University.

Recognizing the fact that some conference participants will be relatively new in this field and may like an orientation into campus safety programming, the evening session of the 15th will find Lowell Carver, Iowa State University, presenting "recommendations for college safety programs." Following this presentation will be a panel discussion made up of some old pros who will concern themselves with "ways and

means of activating a campus safety program." Included in this panel will be John Morris, University of Illinois; Glenn Shupe, Wittenburg University; Clay Dement, Purdue University, and Bill Jakad, Central Michigan University.

For delegates seeking information and assistance on parking, traffic and residence halls safety problems, the June 16th morning session will be a must. The program will present "parking and traffic enforcement," "student utilization and security," and "safety and security in residence halls." Program personalities will include Monty Coulson, The State University of New Jersey, and Thomas Leffler, Southern Illinois University.

A conducted tour of the largest coal mine in the world, located a few miles from the Southern Illinois University, will be held in the afternoon on the 16th. This tour will be concluded with a barbecue dinner with Homer Allen, Purdue University, presiding. Kenneth Miller, administrative assistant to the president, Southern Illinois University, will be the evening speaker.

The final morning's program will attempt to tie in problems that involve university extensions. Presentations are: "Safety at our Experi-

mental Farms" by William L. Mahan, University of Kentucky; "Disaster and Civil Defense—A University Responsibility" by Frank Bridges, Southern Illinois University, and a talk by Gus Scheffler, University of Minnesota, on required courses in laboratory safety.

The over-all program has been designed to give conference participants an opportunity to search out solutions to problems in the field of campus safety and accident prevention. Moreover, realizing that much of the benefit of a conference lies in the exchange of opinions, ideas and experiences, conference planners have arranged time after each session for open discussion.

This conference is designed for campus safety personnel, college administrators, campus security officers, educators, safety directors and engineers, deans of students, personnel directors, superintendents of buildings and grounds, and all other college and university personnel concerned with the broad campus safety program.

Registrations for the conference are now being accepted and may be completed by contacting James E. Aaron, safety center, Southern Illinois University, Carbondale, Ill.

Return to: James E. Aaron, Safety Center, Southern Illinois University, Carbondale, Ill.

REGISTRATION FORM

Eighth National Conference on Campus Safety

June 15-17, 1961 Southern Illinois University

Please find my check in amount of \$_____ for (number) _____ registrations to the Eighth National Conference on Campus Safety, Southern Illinois University, June 15-17, 1961. Registration fee with double—\$21.00; single \$23.00. (If arriving on 14th, add \$3.50 for double—\$4.50 for single.)

Name _____ Title _____

Address _____ Organization _____

Arrival Date _____ Hour _____ a.m. _____ p.m. Departure Date _____ Hour _____ a.m. _____ p.m.

Arriving by: Auto _____ Train _____ Plane _____

BULLETIN BOARD

Sing and learn

In a gay mood, pupils at School 68 in Baltimore, Md., combined language arts, music and safety experiences in a "safety sing-song." First graders dramatized numbers, such as, "Remember Your Name and Address," "Stay Away from the Railroad Tracks," and "Keep to Your Right." Other features were a song about traffic lights and original verses to Jingle Bells about the NSC slogan "Safety Everywhere."

Drinking solution

The Cincinnati Police Department aimed an unusual holiday message at drinking drivers to reduce the 1960 Yule traffic toll. The department posted a large billboard which read—"If you have one for the road, you'll have us for a chaser."

Testing hunters

A hunter safety exhibit at the North Carolina State Fair separated the "men from the boys" with surprising results. Fair-goers viewed 20 different hunting situations and scored each "safe" or "unsafe." Nearly 1,100 took time to test themselves. When the test cards were tabulated, the "old-hunter" had missed the most questions, while teenagers generally made the highest score.

Amateur acrobats

With Spring coming, many outdoor trampoline centers will be open for business again. The American Medical Association warned untrained amateurs of the dangers in tumbling without proper supervision or instruction. An article in the A.M.A. Journal said acrobatics performed imperfectly or incompletely only lead to disaster . . . can cause crippling and even fatal injuries.

To avoid accidents, the article suggests the establishment of minimum control regulations at trampoline centers. In addition, qualified instructors should be present at all times. Eating on trampolines should be prohibited; centers should be properly lighted and rest periods strictly enforced.

Free Index

Attention librarians: Would you like an index to this school year's issues of SAFETY EDUCATION? The mimeographed cross reference will be available free. But you have to send in a request.

Outboard Scouting

A new motorboating merit badge will be offered in the Boy Scout's program. Among the requirements: scouts will have to know federal, state and local boating laws, be able to recognize unusual or hazardous water conditions, correctly demonstrate skills and take a pledge to live up to the Scout Boating Code.

Cost factor reduced

Big Boosts for Seat Belts

BULLETIN

The most significant boost for seat belts came recently with the announcement that all 1962 automobiles will be equipped with seat belt hardware.

The notice came almost simultaneously from Chrysler, Ford, General Motors, Studebaker-Packard and American Motors. Willys, International Harvester and Checker Motors have yet to be heard from. However, there is little doubt that they will accept the industry-wide trend.

With the reinforcing plates and universal brackets already installed, owners will realize a substantial reduction in the cost of obtaining seat belt protection. Now the only cost will be the price of the belts themselves, ranging from \$7 to \$12.

IN A MOVE to encourage greater use of seat belts, Chrysler corporation will offer them to its dealers on a non-profit basis and is recommending to the dealers that they make the belts available to owners of all makes of cars on a similar basis.

Announcement of the important new safety program was made by L. L. Colbert, chairman of the board and president of Chrysler corporation. He spoke at the annual traffic safety luncheon of the Automotive Industries Highway Safety Committee.

Colbert said, "In line with our aim to make it as easy as possible for motorists to buy and install seat belts, we have advised all dealers selling and servicing Chrysler corporation cars that we are prepared immediately to stock them with seat belts on a non-profit basis.

"The price of each belt to the dealer will be \$6.35. We have recommended that the dealer in turn, as a public service, offer the belts to owners of our cars and to owners of competitive makes on a non-profit basis, with only a nominal charge being added for installation.

"The same policy is being recommended with regard to seat belts installed in new Chrysler corporation vehicles. In addition, we are preparing a system of awards for dealers who show the best improvement in the number of seat belt installations during the coming months."

Three point promotion

In his speech to the safety luncheon, Colbert said evidence in favor of the use of seat belts was becoming more impressive every year. He urged a three-point program to promote wider use of the belts.

This program recommends: 1) that those interested in safety set a good example by using the belts themselves, 2) that dealers display the belts prominently, install them in demonstrator and driver education cars loaned to schools and explain their value to customers at every opportunity, and 3) that manufacturers and dealers cooperate to make it easy for drivers to buy them and have them installed at the lowest possible price.

Colbert said: "Any progress achieved by automobile people in encouraging motorists to buy and use seat belts will be a strong support for the efforts of the American Medical Association, the United States Department of Health, Education and Welfare and the National Safety Council. As you know, these three organizations are engaged in a long-range program of education aimed at the wider use of seat belts"●

Hook and Line Fishing



The Problems

1. With any type of fishing, the beginning point for safety is the knowledge of possible dangers and the precautions for avoiding them. Developing safe fishing habits must be promoted continuously.

2. There are no national statistics available on accidents from hook and line fishing. However, it is known that a large number of persons are injured each year from careless handling of fishing tackle.

Hook Dangers

3. Generally speaking, the barbed hooks that are a part of every type of hook and line fishing are the dangerous part of fishing tackle equipment.

4. Disassemble (if possible) all fishing rods carried, and *never* carry fishing lines with hooks or plugs attached, unless hooks or lures are secured to a hook keeper mounted on the rod.

5. Do not fish close to other anglers. Their movements may endanger you. Some persons are careless or get excited when landing a fish and this can result in serious hook injuries. Keep plenty of distance between yourself and other fishermen.

6. Be extremely cautious in any kind of casting to avoid hooking yourself or others. Never cast over anyone's head. On the backswing or backcast, always be sure that this cast is at right angles to anyone nearby. Be sure of ample room for backcasting. Cast overhand *only*, espe-

cially from a boat. Cast from a standing position *only if alone* in boat, and if you're a capable swimmer. Always brace legs firmly against thwart.

7. Do not jerk a fish out of the water. It may swing and cause a hook injury. Bring it to the landing point (shore, dock, boat) and pull it in by the leader or a landing net.

8. Hold the fish securely while removing the hook. Otherwise the fish could flop about and possibly drive the hook into your hand.



Don't jerk fish from water; pull in by leader.

9. Before removing the hook, stun large game fish, such as pike, pickerel and muskellunge with a short club.

10. Have a firm grip on the bait when baiting the hook for stillfishing. Worms, grasshoppers and minnows are active and slippery. They could cause a hook injury. In baiting minnows, use a minnow holder.

11. Handle with special care bait casting plugs that contain clusters of double or triple hooks. Gang hooks such as these have a tendency to catch on to everything.

Fishing Injuries

12. Sometimes, due to carelessness or lack of skill, a hook may become embedded in some person. Such an accident can be serious, especially if the hook strikes an eye.

13. The most common form of injury results when the point of the hook and the barb are

embedded in the flesh. Unless extremely minor, an injury of this kind is usually a case for the nearest doctor, since the wound may become infected or cause tetanus.

14. There are times, however, when a doctor is not immediately available. The safe fisherman should be prepared for such an emergency. Safety equipment carried on a fishing trip should include a pair of cutting pliers, first aid kit and a bottle of antiseptic.

15. The hook should *never* be backed out of the wound, since the barb would rip the flesh. Push the hook through the skin until the point and barb protrude. With cutting pliers, cut the barbed end off the hook. Then remove the shank and curve at the original point of entry. Let the wound bleed for a short time.

16. Pour antiseptic into the wound and bandage with a sterile compress. Get the injured person to a doctor as soon as possible to avert possibility of infection.

Wading Precautions

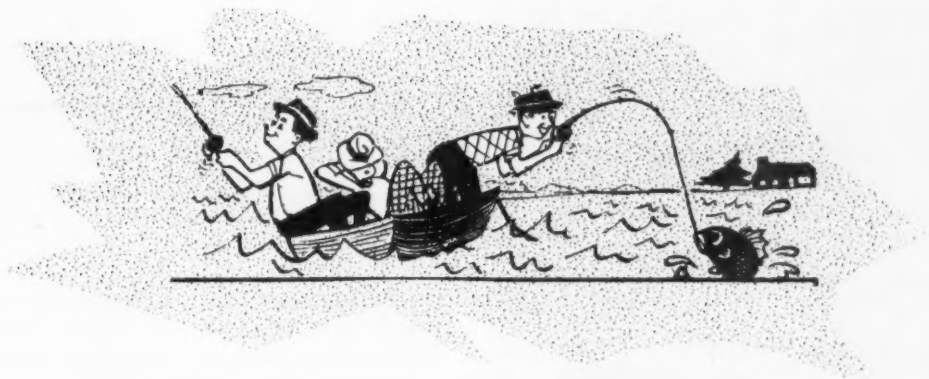
17. Fishing that sometimes requires wading needs additional precautions. Felt-soled waders or boots give maximum traction.

18. If wading is necessary, test each step in advance. Slippery rocks below dams and fast stream currents are especially dangerous. Loss of footing or a twisted ankle could throw the fisherman into deep or rapid water. Remember that swimming is extremely difficult (and often impossible) when hip boots or waders are filled with water.



Beware slippery rocks when wading.

SAFETY EDUCATION



Triple trouble: standing, moving about and overloading boat.

19. Many streams and pools have underwater shelves or other sudden drops into deep water. Don't trust flat, underwater rocks—they are usually very slippery. Also be on the alert for any type of submerged tripping hazard, such as stumps and roots.

20. Many small boats are too powerful for the operator's boat-handling skills. Fast starts and stops, sharp turns and highspeed operation in moving from one fishing spot to another are particularly hazardous practices.

Boat Safety

21. Do not go out in a small boat unless you are thoroughly acquainted with the craft and can handle it in a sudden squall or storm. Don't use a boat if it leaks or has any other defects.

22. Have life preservers aboard in accordance with latest state and coast guard regulations. Provide the boat with an extra oar or paddle and a bailing can.

23. Do not overload the boat. Doing so is dangerous, since it reduces freeboard (the distance from the water line to gunwale or edge of boat).

24. Load the boat properly by keeping the center of gravity as low as possible. Improper loading makes a boat unstable or logy. The best place for the load is in the middle of the bottom of the boat. The same rule applies to passengers. Passengers should never sit or stand on bow, stern or gunwale.

25. Only one person at a time should get into, out of or move about in a boat. Don't attempt to change places in the boat while in deep water. Come in to shore or bring the boat to shallow water.

26. On entering or leaving a boat, or when it is necessary to move from one position in the boat to another, hold both gunwales and step along the keel. Do not jump, leap or lunge. Transfer your body weight smoothly in the boat, from boat to dock, or dock to boat.

27. If for some reason the boat should capsize or swamp, keep calm and hold on to some part of the boat. Most small boats, even though filled with water, will support several persons. A swamped boat, right side up will support about as many persons as it is designed to carry. These persons must be in the water, clinging lightly to the outside of the boat, so the water will support most of their weight.

28. If someone falls overboard, grab him quickly and help him to grasp the edge of the boat. Then balance the boat until the victim can climb aboard. The bow or stern is the safest point for climbing back into the boat.

For Further Information

29. *Going Fishing?* Safety Instruction Card No. 404. Chicago, Ill.: National Safety Council.

30. *Scout Field Book*. James E. West and William Hillcourt. pp. 273. Boy Scouts of America. New York, N. Y. 1944.

31. *Vacation Days*. Folder. Illustrated. Employers Mutual Liability Company, Safety Engineering Department, Wausau, Wis.

U.S. INDIVIDUAL INCOME TAX RETURN

Taxable Year Beginning
1960, Ending
1961

Last name

(If this is a joint return of husband and wife, use first names and middle initials of both)

(Number and street or rural route)

(Postal zone number)

Wife's Social Security Number

- (a) Regular \$600 exemption
- (b) Additional \$600 exemption if 65 or over on taxable year
- (c) Additional \$600 exemption if blind on taxable year

1. claimed exemptions listed at top of page 2
on lines 1, 2, and 3.

2. salaries, commissions, tips, and other compensation before pay
allowance paid by your employer over your ordinary and necessary business expenses

Where Employed (City and State)

(a) Wages

3. Enter total here
(See instructions, page 7. Attach required statement.)

4. Separate Schedule C
Dividends, Interest, Royalties, etc.
(Lines 7, 8, 9, and 10)

5. "1" is under \$5,000, and you do not itemize deductions, use Tax
your tax and check here. If line 11 is \$5,000 or more, or
credit from line 5 of Schedule C, enter amount from line 9, page 2,
credit from line 12 of Schedule C, etc.

6. Enter tax from separate Schedule C or F.

7. Attach Forms W-2, Copy B.
on of Estimated Tax (See page 6, instructions.)

8. payments (line 17) for interest on tax due here
"If less than \$100, enter amount on Form 1041 without payment.
r tax (line 12 or 13), enter the OVERPAYMENT here

9. (b) Refunded \$
re expenses to your employer? ☐ Yes ☐ No (See page 6, instructions.)
if employer? ☐ Yes ☐ No

10. Do you owe any Federal tax for years before
1960? ☐ Yes ☐ No. If "Yes," enter here
the Internal Revenue District where the de-
bitment is outstanding.

11. If any schedule or statement has been examined by me and to the best of
my knowledge and belief, the information furnished is true and correct,
and I am not aware of any fraud or other illegal activity, I declare under
oath that the information furnished is true and correct.

HUSBAND AND WIFE MUST SIGN

(Wife's signature)

by Vivian Weedon

I KNOW exactly what you expect me to say and I'm not going to say it.

You are expecting me to say that there is no point in learning arithmetic unless you live to use that learning. Having just wrapped up my income tax report I'm telling you there isn't much point in being alive if you don't know arithmetic.

Seriously, I have never used this "stay alive argument" for the inclusion of safety into the curriculum for two reasons:

First, one doesn't live just to stay alive. Life must have a purpose, the medical profession tells us, or it ceases to exist, which is probably why so many retired people die so soon after retirement. Even if you live only to eat, you will soon find yourself counting calories and will need arithmetic.

Second, there has been too much equating of "safety" with "being alive." Safety involves much more than the prevention of accidental deaths, vital as is that work. In statistical terms alone, there are about 500 non-fatal injuries for every accidental death. When you realize that these include only injuries serious enough to require medical attention or to restrict activity for at least one-half day, you will know that there are many, many less serious but still annoying and costly accidents.

* * *

Now that we have what I am not going to talk about out of the way, I'd like to talk with you about the two curriculums.

When we teach arithmetic, we try to plan experiences which are just above the child's arithmetical ability. If he already knows and is able to use correctly the fact that 2 and 2 makes

Vivian Weedon is a curriculum consultant, School and College Department, National Safety Council.

SAFETY EDUCATION

Is there any difference between methods of teaching arithmetic and teaching safety? There shouldn't be, yet we succeed in the former and fail in safety education. The author proposes a few reasons why.

4, there is no need to teach him that. We go on perhaps to "2 take away 2," or "2 and 2 and 2," or maybe "2 and 3." In other words, we present him with a situation in which it is possible for him to make errors. We actually want him to make these errors under school jurisdiction, so we can find out why he is making them and to help him correct them.

Naturally, we do not immediately try to teach him to add "b plus b," a situation in which he is almost sure to make errors. However, in teaching "2 plus 2," are we not laying the groundwork for him to make fewer or perhaps no errors when he reaches "b plus b"? To use the expression which the great elementary educator Laura Zirbes uses, our teaching "2 plus 2" has or should have a "forward reference," in this case to "b plus b."

Difficult problems—fewer errors

The curriculum gets harder and harder. Because we have taught well, because we have given the child the principles for the more difficult problems, we shall expect him to make no more, perhaps even fewer, errors with the more difficult problems. We shall expect him to mature arithmetically with fewer and fewer errors until he is capable of handling difficult problems independently.

If we accept this tenet for the arithmetic curriculum, is there any reason why we should not accept it for the safety curriculum? Should we not expect the accident rate to go down as the child experiences more and more of the safety curriculum? Should we not expect him to have the principles to solve problems so that he would make fewer errors even with a more hazardous curriculum?

Is this the case? Not according to the accident statistics submitted by school systems to the National Safety Council. You will see at

once in the graph below that the accident rate for school jurisdiction accidents goes up almost steadily through the elementary and even junior high school.

Why are we so much more successful in teaching arithmetic than we are in teaching safety?

1. Is it because we have a far greater control over the arithmetic experiences than we have over a child's safety experiences? In most cases the child is not confronted by the problem "b plus b," until we, his school teachers, confront him with it.

Let us remember, however, that this is a matter of degree and not kind, for we do control many of the in-school safety curricular experiences. Pointed scissors enter the curriculum *after* rounded ones, sharp pencils *after* crayons, the high slide *after* the low slide and so forth.

► **Question:** Do we always keep in mind that our instruction in using the low slide safely bears the same relation to using the high slide safely that learning "2 plus 2" correctly has to learning "b plus b"?

2. Are we too soft-hearted about physical hurts, too hard-hearted about academic "hurts"? Do we let the child make errors so necessary to his mastery of arithmetic, but not allow him the same learning experience with safety? I may be read out of the safety fraternity for this, but I submit a broken arithmetical ability may be just as damaging or even more so, than a broken arm. Further, I believe that it is possible that the consequence of preventing skinned knees *at school* may be a broken arm *away from school*.

Please do not misunderstand me. This is no laissez-faire curriculum I am proposing. A skinned knee at school is no guarantee of a

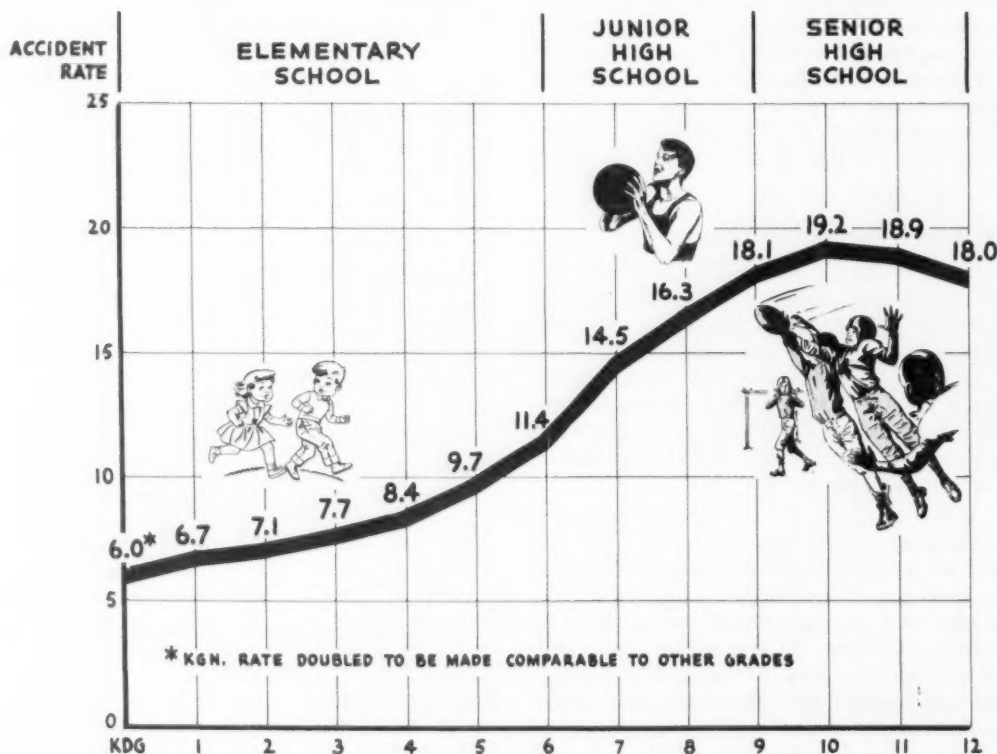
whole arm throughout life any more than an incorrect arithmetic answer is a guarantee of arithmetical correctness throughout life. But if the child has the error in him, that is, the faulty practices which led to the skinned knee, he had better have the skinned knee while we are there to help him correct the faulty practices. It is better for him to make his error while we are there to minimize the effect of the error. (Arithmetical errors on income tax *might* lead to jail; a skinned knee not promptly and correctly cared for can lead to a permanent physical impairment or worse.)

3. Are arithmetic errors largely individual, while safety errors are largely social? If Jim gets an answer of "3" in adding 2 and 2, the teacher knows that there is some cause having to do with Jim which can be corrected by working directly with Jim. If Jim gets a concussion from being hit in a soft ball game by a hard ball which Ted "naughtily" substituted for the regulation soft ball and which was thrown by Henry who has not yet learned to control his aim, Jim's concussion had nothing to do with his own error. The errors, the causes of which the teacher must seek and attempt

School Jurisdiction Accident Rates

per 100,000 student-days

Three year averages based on 1957-58, 1958-59 and 1959-60 school years



to correct, are Ted's "naughtiness" and Henry's lack of control.

4. Do we shy away from taking any real responsibility for teaching safety because our failures are so apparent? No one really knows what a poor job Miss Merriweather did in teaching John Jones to add 2 and 2, except Miss Smith who teaches the next grade. However, if Miss Merriweather failed to teach John to climb the jungle gym safely, her failure is announced to all, we might say "plastered" all over, in Johnny's cast.

So we (Miss Merriweather and I and, perhaps, you) take refuge in refusing to regard safety as a serious curricular area, an area which, like arithmetic, demands a carefully developed, sequential, experimental, problem-solving program of learning experiences — a program which will equip the child with information, skills and principles that he can use to solve increasingly difficult problems in increasingly hazardous situations. Instead, we fall back on outworn devices of protecting him, of telling him rules, of forcing him to memorize rules, in short, of *training* him to live safely in the world of yesterday, rather than educating him to live safely in the world of tomorrow.

Some of you may say, "But we do have a carefully planned, sequential, experimental, problem-solving curriculum in safety." If so, here is how you can find out if your work is succeeding: (1) Graph your pupil accident experiences as the national figures have been graphed. (2) Start a long-term graph on which you will record the accident experience of this year's first graders. Next year record the accident experience of your second graders and so on, until six years from now you can really see what has been the affect of your safety teaching.

Only by getting some solid, objective data, will we be able to evaluate the success of our safety teaching. Only then can we say with assurance that these boys and girls will be able to solve successfully the accident problems of an increasingly hazardous world as well as they will be able to solve the ever increasing arithmetical computations of the income tax●

Tips for the Wagon Boss

from page 6

before he gets on board. The trailer user should be equally careful and plan a check list according to his particular needs. Important items are listed here and there are many others for listing, depending on the type of trailer and use.

1. *Insurance*—Standard auto liability and property-damage policies usually cover you when pulling a utility or boat trailer, owned or rented. The extent of coverage is generally spelled out. However, hauling anything of value will probably require your getting a short term coverage. Policies vary, check yours.

2. *Laws*—With a trailer, you are considered a multiple unit and most states have restrictions as to speeds and routes which trailerists must observe. Check your state laws. Save travel time by planning carefully if using a trailer on a vacation trip where your route crosses state lines. Laws requiring brakes are certain to become more stringent. The question is how quickly.

3. *Speed*—Excess speed more than likely is the largest cause of accidents to trailer users. Side winds can whip a trailer and cause it to jackknife. Rentals are sometimes stenciled as to maximum operating limits. Check and compare them with state regulations.

4. *Roadability*—Tires, hitch and tongue, safety chain, wheel nuts, mirror adjustment, brake and turn lights and all tie-downs should be carefully checked before starting. After a few miles of driving, re-check and do so at every stop for gas or rest.

5. *Repair aids*—Car jack and lug wrench of the right size are aids needed for the most common repair—a flat tire. Check to see if the jack will lift the trailer. Be sure to carry one that will. Hydraulic jacks probably will serve much better than most bumper jacks that come with the car. Blocks for holding and putting under trailer or car are real safety aids. When changing tires, leave the trailer hooked to the car. Other tool kit supplies such as tape, nuts and bolts, wire and cotter pins, hack saw, wrenches and file come in handy many times●



What They

AS THE number of boating enthusiasts increases, the need for safety instruction becomes imperative. The drownings and motor boat accidents continue to be one of the greatest safety problems confronting our nation today. It was the ever increasing problem of saving lives that launched the health, physical education and safety department of the Norfolk Public Schools on its voyage of water safety instruction. The need for swimming instruction, first aid and proper operation of boats has become a must if we are to continue water sports as a recreational program.

The elementary program consists of swimming instruction for all fourth grade boys and girls. The public schools have no pools. However, the local Y. M. C. A., the Naval Operating Base and the College of William and Mary are cooperating by allowing us to use their pools. Buses are provided to take the pupils, who pay a small fee to cover the cost of transportation.

The program of instruction in the secondary schools consists of classroom instruction in all

aspects of water safety with emphasis on boating safety. This course is given to all eighth grade boys and girls as one area of instruction in the total health and physical education program. The entire program is required and all pupils receive credits toward graduation.

The total program. The success of the water safety instruction program is due largely to the organization of the total program in health and physical education. In Norfolk all related areas of instruction are incorporated in the total program and required daily from the seventh grade through the twelfth. This plan prevents the infringement of the various areas on the academic schedule.

There are only six periods in the daily schedule. To provide a separate period for all areas would be an impossibility. In so many instances, programs are not included in the curriculum because there is no time for them. If they can be identified with an already existing program they may be assured of proper recognition.

Content. Three full weeks are allotted for water safety instruction. The publication, *Outboard Boating Skills* by Evinrude Motors, is used for the textbook. These books are fur-

Greyson Daughtrey is director, health, physical education and safety education, Norfolk Public Schools, Norfolk, Va.

With forty million Americans jamming the nation's waterways, chaotic conditions and even tragedy can result—unless schools set up programs like this one in Norfolk.

Learn about Boating

by Greyson Daughtrey

nished by the local boat dealers and every pupil has one to take home for study. The topics of instruction are as follows:

First Week

A. Boats and Motors

1. Types of boats
2. Materials
3. Use of different type boats
4. Displacement and planning
5. Proper boats to motor selection
6. Hull construction
7. Equipment
8. Coast Guard requirement

B. Boat Handling and Seamanship

1. Good boating habits
2. Proper way of entering boat
3. Proper way to apply motor
4. Boat capacity
5. "Setting" your motor
6. Signs of incorrectly setting motor
7. Things affecting boat performance
8. Proper place of equipment
9. Proper starting
10. Proper landing
11. Securing boat to pier
12. Common knots
13. Anchoring

turn page



Second Week

A. Rules of the road, boating customs and etiquette

1. Nautical rules
2. Fundamental rules of road
3. "Dont's" of boating
4. Visual aids to navigation
5. Types of buoys
6. Assisting in emergencies

B. Care of boat, motor and equipment

1. Equipment used in caring for boat
2. Care of wooden boats
3. Care of boat equipment
4. Care of motor
5. Things to check for if engine is not running properly

Third Week

A. The Weather and what to do about it

1. Check cloud formations
2. What to do if caught in storm
3. Weather "fronts"
4. Signs of weather forecast
5. Barometer and wind observations
6. Wind barometer chart
7. Signs of sky

B. Trailer Boating—the amphibious branch

1. Advantages of having a trailer
2. Type of trailer needed
3. Best place to buy
4. How to attach trailer to car
5. Requirements on trailer
6. Proper driving with trailer
7. Launching of boat
8. Trailer maintenance

Safe and Seaworthy



As part of their physical education, girls as well as boys study all phases of water safety, especially boating.



Qualified instructors teach the course which covers safe equipment, skills, rules. Dealers donate boats.

C. The Fun of boating

1. How to own a boat
2. Advantages and pleasures of boats
3. "Water Skiing"
4. "Cruising"

D. The course to proficiency

1. List of references to increase boating knowledge
2. Motor and parts

More than 50 community groups assist with the total health and physical education program. Two groups which contribute to the water safety program are the Coast Guard Auxiliary and the area boat dealers. The Coast Guard Auxiliary provides speakers and the boat dealers furnish boats equipped with all the safety equipment for the classes. The boats in the classroom create interest and serve as a terrific materializing factor in the acquisition of skills of boat safety●



To the 40 million folks on 8 million pleasure crafts:

Do

1. Develop a weather eye and stay ashore in threatening weather.
2. Act like an experienced sailor—keep body low and sit still in boat.
3. Carry life jackets for everyone and insist that non-swimmers wear them.
4. Follow the nautical "rules of the road"—be courteous and alert.
5. Outfit your boat with oars, anchor and line, fire extinguisher, first aid kit, whistle and flares.
6. Stay with your ship if you capsize or fall out.

Don't

1. Over-power your boat. Check your safe maximum horsepower *before* buying a motor.
2. Overload your boat.
3. Try sudden or excessive bursts of speed.
4. Smoke while refueling.



Encouraged to develop new teaching techniques, this instructor uses a tank to illustrate safety concepts.

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Encouraged to develop new teaching techniques, this instructor uses a tank to illustrate safety concepts.

News of Research

Tort Liability Affecting Shop Teachers with Provisions for Avoiding Accidents and Litigations, by Denis J. Kigin. Ed.D. Thesis, University of Missouri, 1959.

Nature and purpose of study:

To advise teachers of the necessity for investigation into the possibility of their own liability as vocational and industrial arts instructors.

Description and design:

The author began with a definition of the portion of tort law relating to school injuries which was to be discussed. As the application of the law was not limited to a particular jurisdiction, an accurate or technical treatise on teachers' liability was not sought; instead, one of a general nature was developed, seeking to convince the reader of the necessity for investigation into teachers' liability involving their individual circumstances. There were some suggestions given for alleviating the exposure to such liability.



Results or conclusions:

1. The definition of negligence which the author used as an all encompassing liability exposure, is vague and would be subject to the whims of a jury.
2. Absence of liability on the school board or district was shown to practically affect the teachers' exposure to suit.
3. Defenses to actions against teachers were mentioned.
4. The implication was that while 100 per cent protection from suits cannot be achieved, the teacher can protect himself against probable liability if he investigates beforehand.

Recommendations:

1. Follow all safety precautions; encourage the wearing of safety goggles and use the recommended guards on all shop machinery.

2. As the safe use of machinery is essential to the correct teaching of that use, safety should be taught to the pupils.

3. Be present at all times in the shop when the pupils are using any shop facilities.

4. Know at least the rudiments of first aid.

5. Make notes or a report of the facts of any accident for later claim protection.

6. Carry insurance as an individual or with a group of other teachers.

7. Work for legislative assistance to teachers in the defense of such lawsuits.

Comments:

The paper from a technical standpoint is loosely drawn. It does, however, do a good job of alerting the teacher to the general problems of tort liability involving pupils. The recommendations for probable solutions are good and quite complete.

Reviewed by Joel A. Bloomquist, Employers Mutuals, Milwaukee, Wis.

Legal Basis of School Safety Patrol, by Walter L. Hetzel, Superintendent of Schools, Ames, Iowa, October, 1960.

Nature and purpose of study:

An investigation of the operation of the school safety patrol and determination of its legal basis.

Description and design:

The investigator reduced the problem to a consideration of the following aspects:

1. A history of the safety patrol movement.
2. A review of the state statutes directly affecting school safety patrols.
3. General principles of law and the school safety patrol.
4. The administration, supervision and educational objectives of the school safety patrol.
5. Opinions of attorney generals affecting safety patrols.
6. Liability of school safety patrols.
7. Use of staff members in traffic safety assignments.

Results or conclusions:

1. There are statutes only 13 of the 50 states which authorize or regulate school safety patrols.

2. In states having no statutes related to safety patrols, the school officials have the authority to make reasonable rules governing the safety of children to and from school, and to establish learning situations where children may practice traffic safety lessons.



3. School officials may legally establish school safety patrols, provided they are for educational objectives and not strictly for service to obviate the need for a school crossing guard, police officer or a traffic control device.

4. The legal responsibility for supervising vehicular and pedestrian traffic on the streets, highways and the sidewalks is a state or a municipal function and does not rest with the school.

5. There have been no court cases testing the legal responsibility and function of the school safety patrol.

6. Safety patrol assignments should not be made to intersections that are not adjacent to the school, or where a definite hazard exists.

7. The principal or the teacher in charge of the safety patrol would be liable for an injury in a school patrol accident, on the same basis as in any other accident situation if there is negligence.

8. There has been no case found in which a school authority has been held liable in a tort involving a school patrol.

Recommendations:

1. The policies and practices recommended by the National Safety Council, American Automobile Association, National Commission on Safety Education and similar organizations should be followed in the organization and operation of the school safety patrol.

2. Adult crossing guards, under control and supervision of the police department, should provide protection and create gaps in the traffic, and supervise children on heavily-traveled intersections, or where there are traffic hazards.

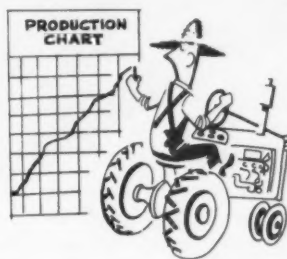
3. The school authorities should exercise the greatest care in the organization, administration and supervision of the safety patrol. This includes properly selecting members, explaining the duties of each member, arranging meetings to evaluate the program and suggesting methods for self-improvement.

Reviewed by Frank Bennett, Baltimore Public Schools, Md.

A Comparative Analysis of High and Low Accident Rate in Michigan High School Farm Shops, by Richard George Pfister. Ph.D. Thesis, Michigan State University, 1960.

Nature and purpose of study:

To discover what significant differences exist between high and low accident rate school farm shops with regard to selected practices and conditions commonly associated with the prevention of accidents.



Method:

Accident experiences in the high school farm shops were obtained by post card questionnaires to 96 per cent of the teachers of farm mechanics in the state of Michigan. The author reports using semi-annual post card questionnaires to select the material. Although 96 per cent of the Michigan teachers of farm mechanics participated in the gathering of statistics, it is still a relatively small number on which to base any conclusions. However, by matching 18 of the low accident rate schools and 18 of the high accident rate schools indications were given that were significant.

to page 27

in safety education



by Eldon Hauck

IT WAS unbelievable! Nearly 500 children's lives snuffed out each year, and almost 30,000 more "suffer disabling injuries." This the result of youthful energy applied in the propulsion of two wheeled vehicles.

What could be causing such wanton maiming and human destruction? There were about 30,000 disabling injuries last year from accidents involving bicycles versus automobiles. In 4 out of 5, the cyclist was violating a law.

How could these be classified as accidents? Were the cyclists knowingly breaking the rules or were they ignorant of the law?

Of 34 accidents in Anaheim last year, only one autoist was at fault. This driver had backed over an unoccupied bicycle which had been left behind his car. All the rest were the fault

The Anaheim Story ...

**How an entire city joined forces
to wipe out bike crashes.**

of the cyclists—doing something that shouldn't have been done!

With such information as the basis of support, school and police department officials joined forces to face up to the problem. Ensuing weeks saw them studying other cities' programs and gathering all available materials on bicycle safety. The Johnson & Johnson film, *Play It Safe*, was obtained and previewed.

In late November, a general meeting was called for school principals, PTA presidents and safety chairmen of every public and private elementary school in the city. Police and school officials told of the immediate problem and the need for a continuous educational plan for all children. An Anaheim bicycle safety program committee was appointed and voted that the program should go into effect before the end of the school year.

One of the big problems was financing the program. Money would be needed for painting the riding test courses at each of the 26 participating schools.

But the community was generous. A paint dealer offered to donate the paint. Lumber yard and hardware stores donated marking chalk to lay out the courses. The city of Anaheim stepped in and offered its professional painters. After one PTA group gave a check for \$25, other groups and service clubs followed with contributions. Total costs amounted to \$830.99.

Eldon Hauck is coordinator of safety and civil defense, Anaheim City School District, Calif.



Cyclists jam school parking lot each morning waiting for safety patrol to direct them to bike racks.

Another major problem was that of adapting the program materials to the needs of Anaheim. The program was to reach all children, grades three through six. This would mean several reading levels and the cost of pupils' study materials at each level would be prohibitive.

So, a curriculum consultant worked with several curriculum assistants to organize and word the basic study book to make it understandable by third graders as well as interesting to sixth graders.

In a general meeting on April 7, the entire plan and schedule of activities was presented to representatives from each participating school. Each school's representative accepted the responsibility for coordinating the program to meet the scheduled deadline.

At each school it would be necessary to:

- 1) lay out the riding test course for painting in order to meet the painting schedule, 2) have the course painted, 3) receive and distribute the teacher's guides and study materials, 4) orient teachers in the bicycle safety program, 5) conduct the classroom instruction, 6) give each pupil the written test, and 7) send instructions for the riding test to the parents of each child who successfully passed the written test.

Men and women from every school area contributed time to help lay out the riding courses. The painters met their schedule for

painting the courses. The printer met his deadline for the instructional materials. These were sent to schools and the instruction commenced during National Bicycle Safety Week on April 20. The testing program started in May and was completed at each of the 26 schools by May 25.

School officials assumed the responsibility for the instructional program, and the police department handled the bicycle inspection and riding proficiency test. Parents helped judge the riding course and completed forms and bicycle operators certificates.

Nearly 12,000 pupils, grades 3 through 6, in more than 300 classrooms of 25 schools received instruction in bicycle safety. Of this number nearly 4,500 students received their bicycle operator's certificates.

This was two years ago. Progress has been made to the extent that classroom instruction began this year in September, and the riding test was completed in late October. Periodic riding tests have been conducted over the year for newcomers and for re-testing those who failed in the initial tests.

Slowly, but gradually, Anaheim's bicycling youth will become aware of the dangers in riding the traffic-swollen streets. They will know the rules for bicycle riders, and for the most part will obey them; and for those who persist in disobeying the traffic regulations there will be, eventually, other means of control●

National Accident Fatality Toll

	1960	1959	Change
ALL ACCIDENTS	93,000	92,080	+1%
Motor Vehicle	38,200	37,910	+1%
Public non-motor vehicle	16,500	16,500	0%
Home	27,500	27,000	+2%
Work	13,800	13,800	0%

Note: The motor vehicle totals include some deaths also included in work and home. This duplication amounted to about 3,000 in 1960 and 3,100 in 1959. All figures are National Safety Council estimates, except the 1959 all accident and motor vehicle totals, which are from the National Office of Vital Statistics.

THE 1960 accident death total was approximately 93,000, about 1 per cent more than the 1959 toll of 92,080. Disabling injuries numbered 9,300,000, including 360,000 which resulted in some degree of permanent impairment—ranging from partial loss of use of a finger to blindness or complete crippling.

The trend from 1959 to 1960 was up. Deaths from motor vehicle accidents increased 1 per cent and home deaths rose 2 per cent. Work and public non-motor vehicle deaths remained unchanged.

The death rate in 1960 per 100,000 population was 51.7—the lowest rate on record. The next lowest rates are 52.2 for 1959 and 52.3 for 1958.

Accidents were the fourth most important cause of death, exceeded only by heart disease, cancer, and vascular lesions of the central nervous system.

Accidents were the leading cause of death among persons 1 to 36 years old (according to the latest detailed information, 1958). Among males alone accidents ranked first from age 1 to age 37.

Accident types that were most important in 1960 were motor vehicle accidents and falls with 41 per cent and 21 per cent, respectively, of the death total. Fires, burns and injuries associated with fires caused 8 per cent of the deaths, and drownings another 7 per cent.

Deaths by Age Groups: The age group 0-4 was the only one that had a decrease in accidental deaths according to preliminary reports. Two other age groups, 25-44 and 75 and over showed no change. All other age groups recorded increases.

Age Group	1960	1959	% Change
0-4	8,700	8,748	-1%
5-14	6,800	6,511	+4%
15-24	13,400	13,269	+1%
25-44	19,700	19,666	0%
45-64	19,300	18,937	+2%
65-74	9,600	9,475	+1%
75 and over.....	15,500	15,474	0%
Total.....	93,000	92,080	+1%

All Accidents

Killed—93,000, 1 per cent up from 1959.

Injured—9,300,000.

Cost—\$13,400,000,000. Includes wage loss, medical expense, overhead cost of insurance for all accidents, interrupted production schedules, time lost by workers other than the injured, etc., due to work accidents and property damage in traffic accidents and fires.

Fatal falls number about the same as in 1959—18,700; fires, burns went up 6 per cent to 7,300. Drownings were up 1 per cent at 6,500. Fatal firearms accidents went up 2 per cent to 2,300.

Home Accidents

Killed—27,500, 2 per cent more than in 1959.

Injured—4,000,000.

Cost—\$950,000,000.

Falls caused more than two-fifths of the deaths; fires, burns, nearly one-fourth; all other types, only one-third.

More than one-third of those killed were persons 75 years old and older. Almost a fourth were children under 5 years. The remaining two fifths were persons 5 to 74 years old.

Motor Vehicle Accidents

Killed—38,200, 1 per cent more than in 1959. Vehicle mileage total rose in 1960, bringing the death rate to 5.3—a new all-time low.

Injured—1,400,000.

Cost—\$6,400,000,000, includes wage loss, medical expense, overhead cost of insurance and property damage.

A fourth of the deaths, 10,600, were from accidents in cities and towns with more than 2,500 population; three-fourths, 27,600, from accidents in rural areas and towns under 2,500 population.

There were approximately 7,950 pedestrian deaths, 1 per cent more than in 1959, and 30,250 non-pedestrian deaths, also a 1 per cent increase.

Work Accidents

Killed—13,800. This was the same as the 1959 total.

Injured—1,950,000, no change from 1959.

Cost—\$4,200,000,000. Includes cost of interrupted production schedules, time lost by workers other than the injured, wage loss, medical expense and the overhead cost of insurance.

Total all-industry employment was about 2 per cent more than in 1959.

Public Accidents

(Not Motor Vehicle)

Killed—16,500, no change from 1959.

Injured—2,050,000.

Cost—\$850,000,000.

There were sizeable decreases in water transport, and falls deaths in 1960. Increases were recorded for drownings and other specified fatalities.

Three catastrophes in 1960, all airplane accidents, caused more than 50 deaths each. There were, however, five other catastrophes in which 25 or more persons died.

News of Research

from page 23

Results or conclusions:

Although the differences were not statistically significant, the author definitely showed differences which verify certain safety recommendations. Some of the significant factors in accident protection related to the use of protective equipment, maintenance of tools and areas within the shop, supervision of students, attitude of the teachers and availability of power equipment and hand tools.

The author further reports that low accident rate schools scored noticeably higher on recommended safety practices and conditions associated with the orientation of farm mechanics instruction, extent of use of instructional aids, adequacy of the school farm

shop structure, and storage of tools, supplies and projects. Even though these differences are not statistically significant, it seems that this study has pointed the way to future expanded studies involving a larger number of schools.

The accident rate and severity of accidents decreased significantly between the tenth and twelfth grades. The author indicates that this decrease was not controlled by student maturity since it occurred between the first and second semester of the next higher grade. This is an assumption that can be questioned as the lapse of time between the second semester and the beginning of the fall term may have a bearing on the situation. It is worth considering the continuity of the first semester to the second as a factor in the reduction of accidents.

Recommendations:

The summary of the findings set forth by the author are thought provoking and should encourage the extension and enlargement of this type of study in farm shops. It would appear that an area involving several states might reinforce the findings of such a study.

Reviewed by Randall C. Swanson, College of Agriculture, University of Wisconsin, Madison.

AN EXCITING NEW APPROACH TO DRIVER TRAINING AND SAFETY EDUCATION

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Youth Safety Chapters Work for Awards

by Hemby Morgan

TO GIVE the youth of Louisiana an opportunity to work through school channels to reduce the number of accidents!

This was the motive for organizing the Louisiana Youth Safety Council in 1953. Sponsored by the Louisiana Department of Education, the Council has engaged in activities promoting home, school, farm and traffic safety. The activities are designed for state-wide and local youth participation.

Throughout the state, an ever-growing number of schools are organizing local chapters of the Louisiana Youth Safety Council. These chapters are quite active in the Council's Action Program, which is composed of activities, projects and check lists, suggested by the young people at the annual summer Conference.

To stimulate even greater safety activity, an award program was developed. With the help of Shelby M. Jackson, state superintendent of public education, the award program was designed to recognize local chapters which have developed a program for high school students to survey and analyze accident problems in their

school and community. It also recognizes chapters which have outstanding programs to reduce accidents from all causes and especially those in which children and youth are involved.

The awards which may be earned are: the Award of Merit, the Award of Excellence and the State Superintendent of Public Education Award. At the beginning of the school year, the local chapters decide which type of award to strive for. Criteria have been established for each award.

Criteria for Awards

The Award of Merit honors chapters which plan and successfully complete a minimum basic program. Besides completing a check list of their organizational structure, chapters must report on their safety activities for the year. This report covers activities in five categories—general safety, home safety, school safety, farm safety and traffic safety. Each category report includes: name of activity, projects used in completing activity, objectives for each project, steps taken for each project, and results of each project listed and undertaken.

To receive the Award of Excellence, all requirements for the Award of Merit must be met as well as more rigid organizational requirements.

There is no limit to the number of chapters which may receive these two awards. Each chapter is encouraged to participate as a means of upgrading its work.

To the one chapter in the state with the most outstanding program and accomplishments, the State Superintendent of Public Education Award is presented by the state superintendent.

Outstanding educators throughout the state serve as members of the state advisory committee of the Louisiana Youth Safety Council. One of the functions of this group is to evaluate the reports submitted by the local chapters for the award program. This group determines the recipients of the Award of Merit and the Award of Excellence. The advisory group then submits the most outstanding chapter reports to a special committee which selects the chapter to receive the State Superintendent's Award●

Hemby Morgan is supervisor, safety education, Louisiana Department of Education, Baton Rouge, La.

Safety Gets World Recognition

ACCIDENT prevention is slated for international recognition.

It will be the theme for this year's World Health Day on April 7, marking the 13th anniversary of the World Health Organization.

Commenting on the observance, Howard Pyle, president of the National Safety Council, said, "Accidents are a major survival problem not only in the United States but throughout the world. The accident problem demands serious attention in the world of our times if human waste is to be curtailed and the human welfare protected as it can be."

In the U. S., accidents are the leading cause of death among persons age 1 to 36 and among males alone aged 1 to 37. Among all age groups, accidents rank fourth as America's greatest killer.

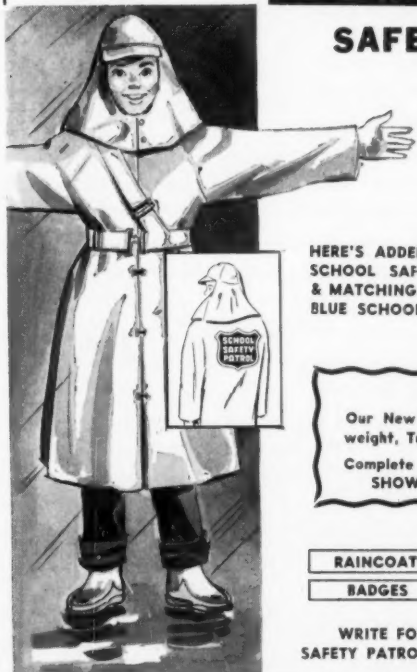
Accidents are also the fourth cause of death in Australia, Canada, Scotland and seven countries in western Europe, according to World Health Organization surveys.

Pyle said, "Safety is a positive force, making its contribution to good living, respect for law and order, and good government the world over.

"One may, indeed, judge a good government by its contributions to safety and its accident prevention record. The worldwide safety movement thus can be of particular significance to the emerging nations of the world."

Cooperating in observance of World Health Day will be national and local health services throughout the world, WHO national committees and United Nations associations.

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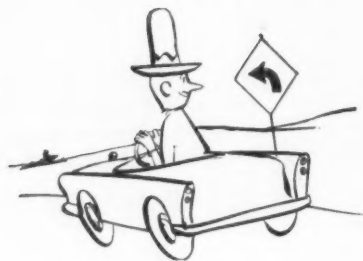
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WRITE FOR 1961
SAFETY PATROL CATALOG

SAMPLES PROMPTLY SUBMITTED UPON REQUEST

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Traffic Signs Updated

A LONG step toward greater standardization of traffic signs, signals and markings has been taken with the approval of a revised *Manual on Uniform Traffic Control Devices for Streets and Highways*. The Bureau of Public Roads announced that only devices which conform with the new manual will be approved for the federal-aid highway systems.

The new standards, updated from 1948, are contained in the Manual drafted by the National Joint Committee on Uniform Traffic Control Devices. This new edition includes, for the first time, a major section dealing with standards for expressway signing, another on signing and marking construction and maintenance operations, and a brief treatment on civil defense signing.

Concurrence in the new Manual was announced recently by Federal Highway Administrator Bertram D. Tallamy, who said: "The Bureau of Public Roads proposes to use its authority to approve traffic control devices for the Federal-aid highway systems. A reasonable

time will be allowed for the gradual replacement of any existing installations that may be made obsolete by the new Manual."

A significant feature of the Manual is that it substitutes a single standard for the many alternatives previously permitted in traffic control devices. An example is the stripe to mark "no passing" zones. In the future, all such zones are to be marked with a yellow line to the right of the white center stripe. In the past some states used yellow and others used white.

A single standard has also been set for pedestrian signals. The new Manual states these shall be rectangular in shape with the messages limited to *walk* and *don't walk*.

The new Manual also:

- ▶ calls attention to the desirability of making greater use of easily understood symbols on traffic signs in preference to word messages,
- ▶ provides for larger and higher signs on freeways and expressways than for conventional roads and streets,
- ▶ provides for a solid white channelizing line to discourage lane changing on the part of drivers, and
- ▶ continues the practice of reserving certain sign shapes for particular meanings, such as the octagon shape for STOP, the triangular shape for YIELD and the crossbuck for railroad crossings.

Copies of the new *Manual on Uniform Traffic Control Devices for Streets and Highways* are available to public officials, motorists and other interested persons from the Superintendent of Documents, Government Printing Office, Washington 25, D. C. ●

April 1961

lower elementary safety lesson

The Adventurers Club



S-1947-A



The neighborhood children have a club.
It is called *THE ADVENTURERS*.

They play games.

They go hiking.

Here are some rules they made:

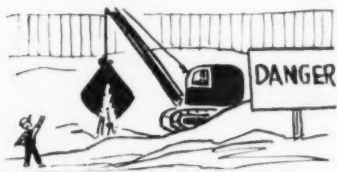
1. Wear old clothes.
2. Wear heavy shoes.
3. Tell our parents where we are going.
4. Watch for signs of danger.

This is what they found last Saturday.

Tell what each sign means.

The red flag means _____

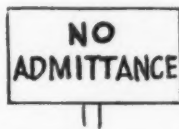
The sign tells us to _____



The sign here says

DANGER

It means that we should _____



Read each of these signs. Tell what they mean.



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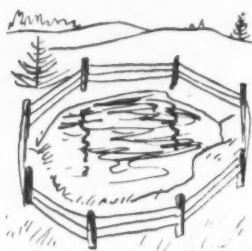
Prepared by James Mann, principal, Hubbard Woods School, Winnetka, Ill.; past general chairman, Elementary School Section, National Safety Council.

MORE SIGNS OF DANGER

Here is a *barricade*.

What is a barricade for?

Write the answer here _____



Here is a pond.

Do we know how deep it is?

Is it safe to wade in?

What should we do?

What is Johnny doing?

Is it safe? Why?

Would a Club member do this?

Why not?



RULES FOR HIKING

The Club made rules for hiking. Here they are:

1. Walk on the *sidewalk* when there is one.

2. When there is no sidewalk —

Walk on the side of the road *facing* the traffic.

3. Always cross streets at *intersections*.

Look up and down carefully. Then walk across.

Try this: Take some chalk.

Draw a street on the floor.

Show how to walk when hiking.

Remember: Obey the Signs of Safety



upper elementary safety lesson

The Adventurers Club

S-1947-A

The neighborhood children have a club.
It is called "The Adventurers".
They meet after school and on Saturdays.
They organize hikes and games.
They choose a leader for each day.
They make rules for the club.

Sometimes the Club goes hiking.

Write some *Rules for Hiking* here:

Where there are sidewalks —

1. Always walk on the _____.
2. Cross streets only at _____.

Where there are no sidewalks —

1. Always walk _____ the traffic.
2. Look _____ before crossing the street or road.

Answers to Hiking Rules:

Where there are sidewalks — 1. sidewalk
2. intersections

Where there are no walks — 1. facing (or against)
2. both ways



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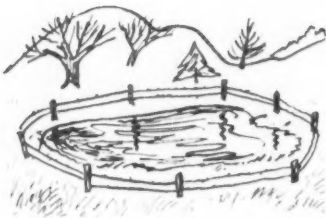
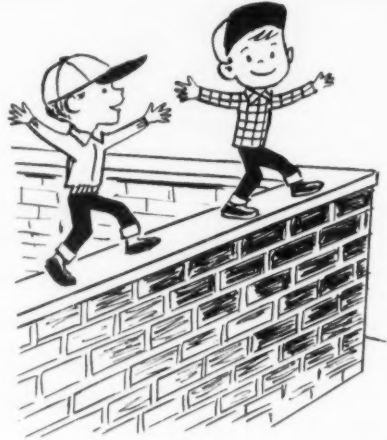
Prepared by James Mann, principal, Hubbard Woods School, Winnetka, Ill.; past general chairman, Elementary School Section, National Safety Council.

More Signs Of Danger

Sometimes there are no signboards to warn us.
But we can see signs of danger if we are alert.
What are the dangers you see in these pictures?

What are the *signs* of danger here?

Tell what can happen to these boys.



Here is a pond of water.

There is no sign.

We cannot tell whether it is safe for swimming or wading.

What should we do?

Here are some *Safety Rules* they made:

Rule 1: Always tell our parents where we are going.

Why is this a good rule?

Do you do this?

Rule 2: Watch for signs of *danger*.

What kinds of danger signs are there?

Can you explain the danger signs in this picture?

What is the danger here?



What is a barricade?

What does it tell us?

What does a red flashing sign mean?



April 1961

junior high school safety lesson



S-1948-A

Teenage Driving

You Are Important

If Paul Revere had had the best thoroughbred horse obtainable, he couldn't have alarmed the countryside so effectively if he hadn't known how to ride.

If Charles Lindbergh had had the best airplane money could buy, he still couldn't have made his famous trans-Atlantic flight if he hadn't known how to fly.

In the visual aid supplement above, the same kind of truism is portrayed. Modern science, modern design and modern manufacturing methods can produce a high quality car. *But* "it's what's up front that counts!" Yes, no matter how "safe" a car is made, it is only as safe as the driver who drives it. As one humorist once said, "The most important part of a car is the 'nut' that holds the wheel."

Most of you aren't old enough to drive a car, but it's never too early to learn *about* driving.

In the test that follows, check your knowledge of "what to do" in very real situations. When you have finished the test discuss the questions and answers in class.

Pre-Driving Test

Directions: Place a cross (X) beside the letter of the statement that makes the entire statement true.

Test

1. When meeting a car with headlights on the upper beam, switch your lights to low and
 - (A) focus your eyes on the right hand edge of the road.
 - (B) focus your eyes on the line in the center of the road.

- (C) look straight ahead without blinking your eyes.
- (D) look at both the center line and the right edge of the road.

2. The number of fatal accidents is greatest during the hours of

- (A) 4:00 to 8:00 P.M.
- (B) 7:00 to 11:00 A.M.
- (C) 8:00 to 12:00 P.M.

3. If you are involved in an accident you have the responsibility of

- (A) stopping your car off the highway.
- (B) identifying yourself.
- (C) securing the names and addresses of witnesses.
- (D) reporting the accident to your insurance company.
- (E) filing a written report if required by your state.
- (F) all the above.

4. Is speed costly? If you were to drive a thousand miles between two points—maintaining in one instance a speed of 35 m.p.h., and in another instance, 65 m.p.h., the faster speed would

- (A) Cost 10 per cent more.
- (B) Not cost any more.
- (C) Cost 25 per cent more.
- (D) Cost 50 per cent more.

5. At 60 m.p.h. a car would strike a stationary object with the same force it would strike the ground if driven off a

- (A) three-story building.
- (B) six-story building.
- (C) nine-story building.
- (D) twelve-story building.



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Prepared by Vincent McGuire, professor, Secondary Education, University of Florida, Gainesville, Florida.

6. When backing your car for parallel parking, you should look
 - (A) in the rear-view mirror.
 - (B) out the side window.
 - (C) over your right shoulder and through the rear window.
 - (D) all around you and all directions.
7. After passing a car on the highway, you should turn back into your original lane
 - (A) when you can see the front end of the other car in your rear-view mirror.
 - (B) immediately after passing.
 - (C) when you are at least ten car lengths in front of the other car.
8. The safest method for rounding a gradual curve on the highway is
 - (A) speed into the curve, applying brakes gently before the apex of the curve.
 - (B) speed up so your tires grip the road, then coast through the apex of the curve.
 - (C) slow up on approach, then accelerate slightly around the apex.
9. Driver education in high schools has had the following effect on the accident rate—
 - (A) No effect.
 - (B) Reduced the rate approximately 50 per cent.
 - (C) Reduced the rate approximately 25 per cent.
10. Most rural traffic accidents occur on
 - (A) hills.
 - (B) railroad crossings.
 - (C) straight roads.
 - (D) curves.
11. "Overdriving" your headlights means
 - (A) you have them aimed too high.
 - (B) you cannot see well within the visibility range of the headlights.
 - (C) you cannot stop within the distance illuminated by your headlights.
12. When a tire blows out, the most advisable thing to do is
 - (A) apply brakes quickly and pull off the highway.
 - (B) apply brakes very gently or not at all and grip the wheel firmly.
 - (C) apply brakes quickly and hold steering wheel loosely.

Answers: 1-D, 2-A, 3-F, 4-D, 5-C, 6-D, 7-A, 8-C, 9-B, 10-C, 11-C, 12-B.

Help Others Too

Here is an exercise that will help you in two ways. It will help you identify and

see how pronouns are used; it will help you make the family car a safer place for all.

In the paragraph below, you will see certain pronouns followed by numbers. List the pronouns in the correctly numbered blanks below the paragraph and then place the correct *antecedent* beside each pronoun.

Help Your Family

You can help your parents by making the family car a less distracting place for them (1). Teach your little brothers or sisters to sit squarely on the seat, and not to lean or put their (2) hands out the windows. They (3) should keep their hands off door handles, gear shift, ignition key, and the lights.

People who (4) drive often find noise a distracting influence. When they hear shrieking and toys being banged around, they become nervous. Being nervous causes them (5) to be less efficient drivers than they usually are.

Toys which (6) have a cutting or sharp edge should never be allowed in the car. Small children should not be allowed to have lollipops or ice cream on a stick while riding. The sticks might hurt their (7) eyes or mouths if the car swerves and jostles them (8).

Never allow a child to throw trash out of the car window. If it (9) hits a pedestrian, he (10) may be seriously injured. Save all trash in a bag to be disposed of later.

Pronoun	Antecedent
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____

Answers: 1—parents, 2—brothers and sisters, 3—brothers and sisters, 4—people, 5—people, 6—toys, 7—children, 8—children, 9—trash, 10—pedestrian.

Think Again

If you think the above advice is not important enough for you to follow, read this—and think again:

Between 1,100 and 1,200 children car passengers are killed annually in each of the age groups between 0 and 4 and 5 and 14.



S-1948-A

senior high school

safety lesson

Teenage Driving

"Packaged" Human Beings?

Have you ever thought of yourself in terms of a piece of mail? When you send parcels through the post office, the mail clerk will shake the package to see if it rattles. He will inspect the outside of the package—the cover and the string—to see if they are securely in place. If any of the foregoing items do not meet the standards, the mail clerk will not allow you to send the package because the contents might be damaged.

A lot of traffic accidents could be prevented if we could employ a giant "mail clerk" to check automobiles. If the contents rattled, the automobile should not be allowed to go on a trip. If the outside covering—doors or windows—were not secure, the automobile should be kept from traveling.



The "contents" of a car, of course, are the driver and passengers. Like a parcel, if the car is jolted, dropped or bumped, the "contents" are shaken up and possibly damaged. There are, however, several ways to protect the "contents." One way is to provide safety features for doors and windows, and to provide safety belts for occupants.

In order to understand the need for better "packaging" of human beings, it is necessary to know the physics and physiology of an accident.

Anatomy of an Accident

How much force (pressure) can the human body tolerate? Stop! Don't read any

further—try to answer the question.

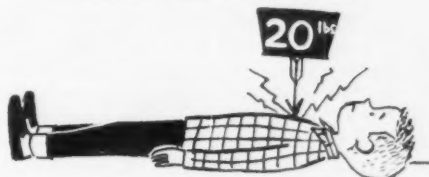
In a series of tests conducted to determine the amount of force a human being can tolerate without suffering disability, it was found that limits of voluntary tolerance were approached when forces 50 times the body weight were applied during one quarter of a second. In addition, it was found that much higher forces could be sustained with survivable injurious effects.

In other words the answer to the question above is that a properly shock-mounted human body seated in the forward facing position can sustain *four tons* of force applied within one quarter of a second and suffer no disability.

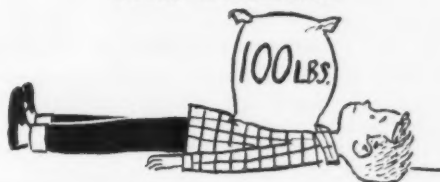
Properly Shock Mounted

A "properly shock mounted" person is one who is seated in such a way that the force of the shock is distributed over the strong solid quarters of the body. An example of this principle is illustrated below.

Force Not Distributed



Force Distributed



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Prepared by Vincent McGuire, Professor, Secondary Education, University of Florida, Gainesville, Florida.

In other words, if the drivers of automobiles were protected from the force of *undistributed* shocks — hitting heads against dash, having steering wheel shaft rammed into chest, etc.—by wearing safety belts, the accident fatality and injury totals could be decreased.

Force

"Force" is measured in units of gravity. The number of "G" is the added inertia bearing on the whole body, or any part of it, as a result of sudden change in direction. In order to investigate the entire problem of force and injury, a Crash Injury Research Project was established at Cornell University Medical College in 1942. Workers in the project developed the following formula for computing G.

$$G = \frac{\text{MPH}^2 \times .034}{\text{stopping distance in feet}}$$

In order to get thoroughly acquainted with the foregoing formula, work out the following problems.

1. Tom is driving at 40 m.p.h. He falls asleep and the car goes off the road hitting a huge tree and stopping within one-half foot from point of first impact.

How many G's were exerted on Tom?

If he wore a safety belt what chances of survival would he have?

2. Sue is driving at 40 m.p.h. She has a blow-out and her car leaves the road. It plows through three feet of bushes before it comes to a halt. How many G's were exerted on Sue?

One-Quarter of a Second

Most high G crashes are instantaneous. If the driver can be protected from "undistributed" forces, his chances of survival are good. Actually, research shows that the human body can sustain tremendous forces of from 50 to 150 G's without serious injury—if the force is distributed properly and *if* the duration of this force is not too great.

Research Applied

With the knowledge described above, automobile manufacturers are paying special attention to such items as door latches (to keep passengers from being thrown

out of the car), steering wheels (to cut down on chest injuries), shatterproof rear-view mirrors, and safety belts. A clearer understanding of the factors of "force" and "distribution" and "G," will help manufacturers make safer automobiles. *You*, however, will have to do your part too. Let's see the effect of speed on the amount of G's exerted on the human body in an accident.

In No. 1 problem, you found the answer to be 108.8 G's for 40 m.p.h. Now cut the speed in half—to 20 m.p.h. and, under the same conditions, find the G's. Will the G's be reduced to half? What's your guess *before* you work the formula?

Now apply the formula. If, as stated earlier in the lesson, the human body can withstand from 50 to 150 G's, does your answer indicate that at 20 m.p.h., a person involved in an accident would be safe? The answer in this instance is "yes" *only* if the person were correctly "shock mounted" by wearing a safety belt.

The answer to the 20 m.p.h. question is 27.2 G's. This is *more than enough* to kill any person who is *not* properly "shock mounted." Remember that there are three main considerations in figuring the potential killing or injuring force of an accident.

1. "G" or the added inertia exerted on the body.

2. Duration—the body can stand great force or "G" if it is for a short time and if—

3. Proper Distribution—the force or "G" must be properly distributed.

Actually, there is a fourth and most important factor—you. Only *you* can *prevent* an accident.

Govern Yourself

Some vehicles—school buses, trucks and the like—have "governors." These are devices for keeping the speed of the vehicle below a certain point. In other words, it's impossible for a driver to go beyond a certain speed.

"Governors" are all right, but it is infinitely better to *govern* yourself. Cool, sane, courteous driving is the best way to cut down on accidents. *Govern* your emotions—temper, impatience, desire to show off—and you will *govern* the traffic accident rate. Yes, as the visual aid supplement points out, "It's What's Up Front That Counts."

ANSWERS: (1) 108.8 G's. Even so, with a safety belt, Tom's chances for survival would be very good. (2) 18.133 G's—notice the sharp decrease in G's when just a bit more stopping distance is used.

Safety Literature Presented As Memorial

A reference collection of text books and other materials on safety education and accident prevention has been given to the library of The Pennsylvania State University. The presentation was made by Mrs. Lorin Elder in memory of her husband.

Mr. Elder died last year after a long career as a safety engineer. Since 1936 he had been in charge of the university's safety division, the

first full-time, organized campus safety program in the nation.

Mr. Elder also was a founder of the National Safety Council's Public Employee and Campus Safety Sections, in addition to numerous local safety and service affiliations.

He was an advocate of safety education in schools and colleges as a means of teaching students how to live safely in an increasingly hazardous society.

Commenting on her gift, Mrs. Elder said, "If safety literature could be made available to students at all school and public libraries of the nation, we would have made an important contribution to their education for safe living.

"Reference collections of safety literature can be a living memorial to loved ones who have made safety an important part of their life work, or who have met untimely deaths from accidents."

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A New Idea?

AD MEN would call it a "breakdown in communications." Journalists might say it's "stilted writing." Educators would label it a "failure to clarify the situation."

Yet, we all do it. We're guilty of trying to express ourselves by using a kind of glorified, vague English. Here's a typical example—

Safety education utilizes learning experiences to develop in students a safety consciousness and a feeling of responsibility for themselves and others.

Have you a real understanding of what I've said? Wonder if I would add:

The captain of a school safety patrol told us: "Patrols are not policemen. Our job is to help the children cross the street and not get hurt. We've got to be alert because cars can't stop fast. Sometimes the kids get out of line and then we have to be firm, but not too strict or bossy."

By using the above case incident, I feel more confident that you now know what I'm really talking about. A "learning experience" was the patrol; the "feeling of responsibility" you saw in "helping the children . . . be firm, not bossy"; the "safety consciousness" in "cars can't stop . . ."

Here we have taken a real life situation and used it to explain our point. At first, we generalized when setting forth a goal of safety education. Then we supplemented that statement with a familiar experience (patrols) which has meaning to all of us.

We try to use this technique as often as possible in teaching or writing or lecturing. Yet, this method has limitations—too few cases are available. We find ourselves groping to recall a few classroom experiences.

There is a solution. A few educators have done this. The answer to this problem would be for you to start a collection of case incidents—situations and conversations which take place in your classroom. You have with you daily the most fertile area for recording real life examples of teaching concepts.

Your collection would involve only a few minutes a day. Unstructured, unorganized, your case collecting would consist of jotting down interesting happenings, pertinent conversations and problem-solving experiences which have to do with safety education.

For a long time, your cases may relate to nothing. As you train yourself to witness and then record, you'll begin to find that more of the spontaneous incidents can be associated to specific principles of accident prevention. The end result would be a large file of cases or examples to which you could refer when beginning a discussion or lesson on some phase of safety.

You'll find your teaching will become even more creative, more vital and alive—when you cite real life examples.

A case collection will be as beneficial to your colleagues as it will be to you. These experiences can be shared with other staff members. They'll be in demand at teacher colleges to provide vicarious experiences for pre-service teachers. PTA safety chairman will want to borrow a few cases to illustrate what children are learning in safety. And last, but far from least, you will use your case incidents in writing articles (for us?) and telling others what's going on in safety education.

We hope that a little intellectual curiosity will inspire some of you to begin such a case collection. We can guarantee a most rewarding experience●

nm

Coming Features Next Month

A supermarket of safety education materials is in store for the final issue in May. The magazine has been planned with your present needs in mind: winding up this school year and thinking ahead to September. Here are a few features:

- ▶ To aid you all next year, the authors of the elementary and secondary safety lessons preview the monthly lesson topics so that you may correlate your safety teachings with other class subjects.
- ▶ Student projects serve as learning experiences for in-service driver education instructors. Some of the projects and aids developed by students at Illinois State Normal University are discussed in detail.
- ▶ Scuba diving classes at Florida State University—the result of an increasingly serious problem which students themselves recognized and did something about. Other schools will gain a few tips on how to organize and handle scuba diving instruction.
- ▶ Announcing the winner of the Norman Borgerson award for the outstanding article on safety education supervision. The author's winning article will be published.
- ▶ How one PTA group put some life into a safety program by converting the usual "safety film program" into a full carnival at the school. Demonstrations, live dog shows and exhibits made accident problems real to the children and their parents.

DRIVER EDUCATION PRODUCTS FOR VEHICLE AND CLASSROOM USE

Driving Instructor's Rear View Mirror



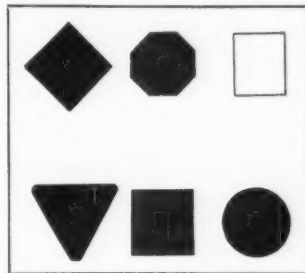
#102

Mounts at top or bottom of windshield on instructor's side by means of three small suction cups. No interference with forward vision. The 2½"x10" non-glare mirror permits the instructor to maintain a constant observance of the rear traffic pattern.

The mirror bracket is designed to allow a multitude of adjustments so as to conform with extreme windshield slants, as well as semi-slanted windshields. The suction cups are specially made for this application to provide for a positive and firm installation. While the mirror can be removed in seconds, it will also remain secured for as long as so required.

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#616

A visual aid necessity for the Driver Education classroom. Authentic shapes of the six basic signs, with no lettering, teach the student to become thoroughly familiar with the meaning of highway signs by their physical shape and color.

The square, round, diamond, and triangle are finished in highway yellow. The octagon sign is finished in red, and the rectangular sign is finished in white. All finishes are gloss enamel for ease of cleaning. These are large 16 inch signs, precision cut from rigid, durable hardboard, suitable for hanging or screwing to the classroom wall.

#616 SET OF SIX BLANK SIGNS.....POSTPAID \$8.95

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Gabardine 8-Point Caps No. 70
Furnished in eight point style with strap. Gives an official distinctive appearance. Available in navy blue from stock and all other colors on request. All sizes.

Overseas Caps No. 80
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White Plastic Helmet No. 101
Plastic helmet furnished in solid white also available in yellow and red, including chin strap and adjustable head band to fit all sizes.

Graubard's Equipment is nationally known as the school safety patrol equipment "That Promotes Safety". It does this by fulfilling both of the conditions essential to a really effective Safety Patrol.

First, it gives each patrol member a definite sense of responsibility and a pride in doing his job well.

Second, being "Standard Equipment" it is recognized by school children and motorists alike, assuring their respect and cooperation.

Take the time to check your safety patrol today! Look over the many "standard" Safety Patrol Equipment items listed below and be sure your patrol members are properly uniformed and ready to perform the vital task of protecting your children, in all kinds of weather!

SAFETY PATROL EQUIPMENT CHECK LIST

Belts	Raincoats
Caps, Helmets	Capes
Badges	Caution Flags
Arm Brassards	Merit Awards
Emblems	Boots & Overshoes
Corporal Digbys	School Warning Signs
Trafficones	Traffic Control Signs

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